STATE OF MICHIGAN
CARL D. PERKINS
CONSOLIDATED ANNUAL REPORT

PROGRAM YEAR: July 1, 2002 – June 30, 2003

Michigan Department of Labor & Economic Growth

Office of Career and Technical Preparation
(Secondary)

&

Office of Postsecondary Services,
Community College Services Unit
(Postsecondary)

EXECUTIVE SUMMARY

This document contains the required annual report on the state-level activities conducted in Michigan through the benefit of federal funding from the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition to the state-level activities, a report on the achievement of career and technical education students is addressed according to the requirements within the Act.

I. PROGRAM ADMINISTRATION Section 122 (c)

a. STATE ADMINISTRATION

In Michigan, the State Administrative Board serves as the State Board for Vocational Education. The membership includes the Governor, the Superintendent of Public Instruction, the Attorney General, the Secretary of State, and the Director of Management and Budget. On December 7, 2003, a Governor's Executive Order created a new Department called the Michigan Department of Labor & Economic Growth. The Michigan Department of Labor & Economic Growth (DLEG) is now the eligible agency for administration of Carl D. Perkins funds in Michigan. The Director of Career Education coordinates activities within the Office of Career and Technical Preparation, the Office of Postsecondary Services, and the Office of Adult Education. The Office of Career and Technical Preparation (OCTP) implements and monitors the Perkins grant activities and provides technical assistance to secondary career and technical education programs. The Community College Services Unit (CCSU) in the Office of Postsecondary Services oversees Perkins services to community colleges within the state. These two offices work cooperatively to deliver Perkins grant services and state leadership to secondary and postsecondary educators across the state.

The delivery system for Career and Technical Education (CTE) in Michigan is diverse, extensive, and complex. The State Legislature has statutorily established an education system operated by locally autonomous boards. DLEG must balance that autonomy along with the need to implement systemic change and continuous quality improvement. The Michigan system includes 25 secondary Regional Planning Areas, which encompass 377 secondary agencies, 60 secondary area career and technical education centers, and a postsecondary system which includes 28 public community colleges, 4 four-year universities, and 1 tribal college.

Within the secondary system, CTE programs are provided through local school districts (rural, urban, charter/magnet), intermediate school districts (ISDs), and area career and technical education centers. The secondary system is further divided into 53 Career Education Planning Districts (CEPDs), which in many cases parallel the ISD boundaries. Although the intended purpose of CEPDs is to facilitate regional planning, they play a significant role in the collaborative delivery of career and technical programs and services at the secondary level. The secondary system also serves as a conduit for the delivery of some adult-level career and technical education programs and services for students less than 20 years old who have not completed high school.

The postsecondary system includes 28 public community colleges, 4 public four-year universities and 1 tribal college that are eligible for Perkins funding. These institutions offer certificate programs, associate degree programs, and courses, including customized training, for updating occupational skills and competencies.

In an effort to lead major career-related educational initiatives forward, the Department of Labor & Economic Growth has been building strategic partnerships based on delivery systems that parallel Workforce Development Board (WDB) regions. To facilitate strategic planning, it is important that key education programs be similarly aligned geographically and organizationally with job training and workforce development activities. The Office of Career and Technical Preparation has implemented a planning strategy to bring these efforts together. Previously, OCTP received over 112 grant applications from various agencies applying for three separate grant initiatives. A single, unified plan and application process has been implemented for state-funded Career Preparation, CTE Perkins, and Tech Prep education grant programs with planning regions paralleling the 25 Workforce Development Boards in Michigan. Secondary and postsecondary long-range plans for 2000-2004, as well as annual local applications for 2000-2001, 2001-2002, 2002-2003, and 2003-2004, were required to be developed in alignment with Workforce Development Board planning.

Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies. To this end, each of the WDBs has appointed an Education Advisory Group (EAG), which serves the purpose of coordinating educational programs and educational needs of the region. The EAGs have become increasingly important as they work with the Workforce Development Boards to implement strategic planning efforts.

b. STATE LEADERSHIP (Section 124)

Secondary

The Career and Technical Education Information System (CTEIS) collects information on students in CTE programs and includes statewide, regional and district-level performance outcomes. We are able to measure each special population group and assess their performance within each of the core performance indicators, as well as within specific career and technical education programs. This program-specific information enables OCTP to focus technical assistance efforts. In addition, local education agencies maintain CTEIS data specific to their programs. This enables them to better analyze the data and provide better intervention for students, including those who are members of special populations groups, performing below the state standards.

Statewide training and certification of teachers in career and technical education continues to expand to include the use of technology. The National Career Clusters, originally funded through the U. S. Department of Education, Office of Vocational and Adult Education, have been employed as the state standards for CTE programs and, where available, other national standards are also included. Technical assistance and training for the use of the standards is being provided to administrators and educators. Program staff have begun to crosswalk these standards to state programs in order to assess strengths and weaknesses in the local curriculum

and develop plans to bring the program of study into alignment. This will ensure quality programs for students with a national focus. State curriculum consultants have also revised Classification of Instructional Programs (CIP) codes to match the 2000 Federal CIP Codes to align curriculum and assist in the career cluster adoption at the local program level.

Michigan has also been a leader in the national cluster initiative through the development of the Education and Training Career Clusters. As the lead state for this cluster, OCTP staff focused on a product that harnessed the existing resources available nationally by attracting a diverse advisory committee from 19 states in multiple careers with an education focus.

Current CTE state/national curriculum has also been crosswalked to the academic standards of the Michigan Curriculum Framework. The curriculum framework is the state guideline for standards in math, science, reading/language arts, and social studies. The Michigan Education Assessment Program (MEAP) tests are based on these standards. New CTE program applications are now required to produce curriculum crosswalks to these academic content standards prior to program approval. This ensures a rigorous academic content in new CTE programs.

Michigan career and technical education students have expanded their learning while still in high school due to the opportunity for dual enrollment in postsecondary institutions in academic as well as occupational programming. Michigan has provided guidance in assisting secondary and postsecondary partners to refine and develop articulated programs for students to have a seamless transition as well as help with utilizing resources and having programs available to more students.

Six teacher education grants were awarded to public universities that prepare and recommend high quality pre-service students for vocational certification. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. At least one of the approved CTE teacher education institutions receives a Perkins grant to conduct a conference/workshop relating to curriculum updating, teacher certification requirements, teacher recruitment, and other CTE related issues. These institutions also provided support to practicing teachers through in-services, conferences, and other training opportunities in cooperation with state staff.

Throughout the year, state staff collaborates with CTE professional organizations to provide comprehensive professional development at their statewide conferences, through website resources, summer institutes, and program specific curriculum development events. Through a state leadership grant, the Michigan Center for Career and Technical Education (MCCTE) provides ongoing implementation of statewide professional development and customized instructional development packages, data/research services, and houses curriculum resource materials to loan or purchase. These resources are available to teachers statewide through the MCCTE clearinghouse.

State staff from OCTP work closely with the career and technical student organizations (CTSOs) available for designated program areas. OCTP provides the leadership through grant funding and technical assistance to the organization. Quarterly meetings with directors and assistance to

program teachers and administrators help ensure all students have the opportunity to develop strong leadership skills.

The "Administrative Guide for Career and Technical Education in Michigan" was written for career and technical education administrators and includes resources and information targeted for use by those filling this role. This guide includes an explanation of the appropriate use of secondary Perkins funds, includes a variety of resources, and gives detailed requirements for approved career and technical education programs. The document is available to all customers through our website (http://www.michigan.gov/mdcd) and is continuously updated to reflect current initiatives, policies, and procedures.

As per a recommendation from the OVAE on-site monitoring team in September 2002, OCTP and CCSU staff drafted a *Perkins Implementation Joint Policy* document. Previously, separate secondary and postsecondary Perkins policy documents were used. This new document details many common grant processes and also includes the recently revised procedures for completing the Perkins Financial Status Reports that are now completed by the Department's Office of Financial Services (another recommendation from the OVAE monitoring team).

During the 2002-2003 grant year, State Leadership funds were used to develop Perkins Title I and Title II (Tech Prep) web-based local applications on the Michigan Electronic Grants System (MEGS). MEGS was originally developed by the Michigan Department of Education with a majority of state and federal grants administered by that department submitted via MEGS. Our decision to include Perkins local applications on the system allows for a one-stop application site for school districts throughout the state and enhances collaboration between the Michigan Department of Education and the Michigan Department of Labor & Economic Growth. MEGS has built-in edits and checks that red-flag entry errors and places a "hold" on further entry on the application thus ensuring more accurate and efficient grant submissions to the state.

A new on-site monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), was developed during the 2002-2003 grant year and piloted in September 2003. Each of the 25 regions in the state receiving Perkins funding will be visited on-site by OCTP staff at least once in a given five-year period (five regions per year). Visiting staff will review grant, financial, data, and CTE program compliances with state and federal law and policy. Any non-compliances require corrective action as identified in an Action Plan submitted to and approved by OCTP. Prior to the visit, OCTP will conduct a desk audit to determine "problem areas" for the targeted region including review of such documents as Core Performance Indicator data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education information regarding districts with CTE programs that did not make adequate yearly progress under No Child Left Behind (NCLB). The desk audit will also include a review of CTE Program Self- Review Reports and Action Plans that are new requirements whereby each region reviews a minimum of 20% of their state approved CTE programs annually and submits an annual report and action plan of corrective measures. Technical assistance will be provided on-site or in follow up communication to assist the regions in any weak or noncompliant areas identified by the state or the region staff.

2003 Governor's Conference on Career Development - This annual conference continues to provide a statewide forum for educators, administrators, counselors and business partners. The conference gives opportunities for sharing promising and noteworthy practices and discussing topics of mutual concern and interest. The 2003 conference theme, "Meeting the Competitive Challenge: Skills for the 21st Century," emphasized the challenges facing business and education, and the collaborative partnership needed to successfully prepare students for the future workforce. The conference received positive evaluations from 2,350 attendees.

The OCTP has initiated activities with two referent groups to address needs related to advisory committee and parental involvement. The advisory committee group is in the early stages of developing a handbook to assist and guide these committees in their work. The Parents as Partners referent group will be developing a tool kit for schools that would encourage and support greater parental involvement, particularly as it relates to career preparation and education. Both groups anticipate that professional development activities will lead the implementation efforts in the fall of 2004.

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. A statewide technical assistance meeting, "Destination Success," was held in February of 2003 to highlight the best and effective practices for Nontraditional Career Training. At that meeting, a tool kit was provided to all participants to assist them in their efforts to recruit, retain, and facilitate completion for students in career and technical education/occupational programs nontraditional for their gender. Participants were also introduced to the process of data driven decision-making relative to examining their approach to increasing core performance indicators 4S1 and 4S2. In the spring of 2003, "Breaking Traditions" awards were presented to outstanding students pursuing nontraditional training, who had been nominated by their instructors as students who have developed outstanding academic and technical skills. Career and technical student organizations in Michigan are required to address nontraditional training issues within their student membership events. During our Office of Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students.

OCTP staff conducted regional meetings in March and April of 2003 in order to more specifically address performance indicator deficiencies within each region. Regions were asked to complete a self-assessment tool to assist them in identifying gaps in the delivery of services for students and the curriculum. The next step was for the regions to develop strategies to increase Perkins core performance indicator levels.

Special populations programs continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association sponsored workshops and seminars for student support personnel within local programs. Through Michigan's Comprehensive Guidance and Counseling Program and the career preparation program, students received assistance in career assessment, career exploration, preparation of an education development plan, work-based learning opportunities, cooperative education, and academic support services. The ability to disaggregate core performance indicator data by special population category enables local districts to focus student support activities and to foster the greatest improvement.

Michigan has continued to work toward achieving state levels of the core performance indicators for CTE students. Data quality goals for the state have been developed. Additional training continues to be provided to local districts to improve data collection and to verify the accuracy of the information. An outside contractor was used to assist with system programming, editing, and verification of the data collected through the CTEIS.

Postsecondary

The Community College Services Unit utilized a work group of community college staff to review the postsecondary Perkins grant application process. The result was the development of a Local Annual Application for funding to complement a Four-Year College Plan (long-range planning). A "Compliance Review and Technical Assistance Procedures Manual" was also developed by the work group specifying monitoring and technical assistance protocols. A college planning assistance document, the "Action Plan Development Work Sheet," was also developed.

State Leadership funds supported special populations coordinator meetings on policy issues and the development of assessment procedures to determine how the needs of special populations students are met. The assessment procedures focused on how to enable these students to meet state adjusted levels of performance and prepare them for further learning or for high-skill, high-wage/high-earning careers. Several Michigan Community College Data and Evaluation Committee (MCCDEC) subcommittee meetings were held in order to review special populations data and to discuss issues related to reliability and quality. Funding was continued for MCCDEC to advise the state on assessment and evaluation policies and procedures.

CCSU staff have contributed to special events for occupational faculty, administrators, support staff, and counselors to provide information on program integration (Liberal Arts Network Development conference), assessment (Work Keys), program evaluation (Dashboard), curriculum development (Worldwide Instructional Design System [WIDS]) training, teaching strategies, program improvement, and methods of delivery (Trends in Occupational Education Conference). "Fast Track" grants subsidized 50% of training event costs for occupational faculty to ensure that faculty stay current with the needs, expectations, latest technology, and methods of industry. Conferences also focused on facilitating postsecondary partnerships with local K-12 agencies, businesses, industries, and labor unions.

Several activities designed to support programs leading to high-skill, high-wage careers for all students and for developing provisions for preparation of students for nontraditional training and employment were supported, such as Work Keys, WIDS, and Dashboard. A special populations subcommittee reviewed best practices for recruiting and retaining students in nontraditional career areas, leading these students to careers offering the potential for economic self-sufficiency. Conferences, such as the Michigan Developmental Education Consortium Conference (MDEC), focused upon special populations preparation issues and strategies.

c. IMPLICATIONS FOR NEXT FISCAL YEAR/STATE PLAN

State Leadership activities will continue to focus on improvement in the core performance indicators. A state level technical assistance team was established during 2001 to assess needs and provide professional development to those regions that did not meet minimum performance standards. Core performance data has been disaggregated by region, local recipient, special populations categories, and career and technical education CIP program areas. State staff will continue to target special populations assistance needs as well as specific teaching and learning strategies within programs across the state. During 2002-2003, local regions were required to amend their approved activities so as to address those core performance indicators that did not show required improvement based upon 2001-2002 data. Through the use of data and the recently implemented Technical Assistance, Review and Compliance system (TRAC), OCTP staff will provide regions and CIP programs technical assistance and monitor progress toward the improvement of local and state performance measures.

The unexpected struggle toward recovery of the state economy has increased the challenge of meeting the core performance indicator state levels. State staff have had to re-focus and re-prioritize next year's initiatives in order to assist local districts with technical assistance to meet the required goals.

II. PROGRAM PERFORMANCE

Performance Accountability

Special Populations

Secondary

During 2002-2003, special populations students were provided equal access to career and technical education programs and provided with needed support services to assist them to successfully complete their program of choice. Local school districts provided many services, used a variety of strategies, and employed many staff to ensure that special populations students could successfully participate in secondary career and technical education programs. In most career and technical education programs, a core special populations staff consisted of a coordinator, one or more counselors, and several paraprofessionals who provided direct services to students. Programs offering a broader range of services included staff in more specialized roles such as academic (e.g. mathematics, reading/language arts) support staff, placement support staff, multicultural advocates, bilingual specialists, gender equity support staff, special education liaison staff through Transitions Services Project, job coaches, Michigan Rehabilitation Services (MRS) staff, and many others.

To ensure services for special populations students, state staff have required that regional and local plans for career and technical education must include strategies for serving special populations. State consultants have also worked with local districts to provide professional development for those who assist special populations students, addressed risk management issues associated with placing special populations in work-site based experiences to ensure exposure to

all aspects of the industry, and examined the rates of participation and successful completion of special populations students through a thorough review of core performance indicator data.

Services provided to or on behalf of all special populations students by local districts described in local plans and reported in end-of-year final reports included, but were not limited to the following: outreach and recruitment; counseling; orientation; instructional support for career and technical education and academic content, including contextual learning; work-site based learning support; activities to eliminate discrimination; and transition services for employment and education. Specialized support services, such as adaptive equipment, instructional modifications or note takers, were provided to meet individual student's needs. Services are provided for special populations students to ensure that they have the same access to career and technical education programs and activities (e.g. Career and Technical Student Organizations). Special population students received instruction that holds them to the same challenging academic and career and technical education standards as all other students.

To assist districts to better serve nontraditional students, state staff sponsored a professional development program for student support staff. As part of the program, participants were provided with gender equity resource materials. Sessions focusing on single parents and nontraditional populations were also included in the 2003 Michigan Occupational Special Populations Association (MOSPA) Statewide Conference and in several of the organization's regional conferences.

All secondary career and technical education programs receiving Perkins funding are required to comply with state and federal nondiscrimination laws. Programs are monitored for such compliance through Civil Rights compliance visits, on-site monitoring visits (TRAC), and other visits and desk audit processes conducted by OCTP staff.

Postsecondary

When applying for 2002-2003 funding, colleges were required to develop strategies/activities which would improve performance of any indicator for which they did not reach the state agreed upon level the previous year, including improvement of special populations students' performance. All eligible postsecondary institutions allocated funding from their annual Perkins grant and/or local funds for activities, programs, and services designed to assist special populations.

Specialized support services such as tutoring, counseling, specialized equipment, academic advising, mentoring, employment readiness, placement services, attendance cost assistance, and modified curriculum are offered by colleges receiving Perkins to ensure that all members of special populations have equal access to occupational education programs and are able to meet or exceed state adjusted levels of performance. All public community colleges in Michigan have an "Open Door" admissions policy. Colleges also engage in extensive outreach and recruitment activities targeting members of special populations.

Colleges are required to conduct student interest, aptitude, and skills assessments in addition to academic assessments. Students are then counseled on the basis of assessment results, taking

into consideration the most current occupational labor market and wage information, focusing on high-wage, high-skill, and nontraditional careers. Education development plans (including assessment results, work experiences, and plan of action) must be developed before a special populations student may be served with Perkins funds. All community colleges in Michigan offer developmental courses for students assessed with inadequate skills. Placement in developmental courses is either strongly encouraged or mandated. These strategies help prevent special populations students from being arbitrarily channeled or funneled into selected occupational programs or denied equal access to programs.

All Perkins postsecondary institutions are required to assure compliance with both state and federal nondiscrimination laws on their Four-Year College Plan and each Local Annual Application for funding. This assurance is monitored during compliance review and technical assistance visits and Office of Civil Rights (OCR) visits.

The colleges' special populations coordinators have determined that recruitment and retention of nontraditional students must be a priority. All colleges use Perkins and/or local funding for outreach and recruitment programs and activities targeting nontraditional occupational program enrollment. Linkages with adult education and community-based organizations, along with career awareness programs, are critical to promoting preparation for nontraditional training. Printed material highlighting nontraditional programs and students, open houses, career fairs, and other events encourage student enrollment in nontraditional programs.

Tech Prep

In Michigan, Tech Prep Associate Degree programs are community-wide partnerships among local school districts, career and technical education centers, community colleges, and business/labor developed to prepare youth and adults for entry into career fields, especially those which are high earning, high growth, and high learning. In 2002-2003, 25 consortia applied for and received federal funding to continue their efforts to develop and implement Tech Prep programs. Each of these consortia represents a distinct geographic and employment region consistent with the 25 Workforce Development Board regions of the state.

The 25 consortia include 611 high schools, 27 community colleges, 3 universities, and 1 tribal college. Businesses continue to be an important partner and have an important role in helping to prepare students for successful work experiences. 2+2 programs are developed according to the resources and unique economic and employment needs of the area. Program articulation is based upon aligned curriculum. During regional technical assistance meetings with grant recipients, state staff have worked closely to update, enhance and develop more articulation agreements for career and technical education state-approved programs. Tech Prep grant recipients have been required to annually update their articulation agreements to provide continuous improvement and further linkages to national standards. As a result, this allows Michigan to have two dual enrollment options for students.

The state provides services to the 25 consortia through regional team leaders in the Office of Career and Technical Preparation. The regional team leaders provide technical assistance to consortia members and plan statewide activities to strengthen postsecondary linkages.

Fiscal Requirements 2002-2003 Formula

The state has complied with the all requirements of this Act and has undergone a single audit for fiscal years 1998-1999 and 1999-2000, and a performance audit for fiscal years July 1, 1999-June 30, 2002. In addition, the USDOE/OVAE conducted a Perkins III on-site monitoring visit in September 2002. The state has not used funds to acquire equipment that resulted in a direct financial benefit to any organization.

The secondary formula calculations followed federal guidelines. Seventy percent (70%) of the funds were allocated according to local educational agency (LEA) 2001-2002 Title I eligible students as a percentage of the state total Title I eligible students. Thirty percent (30%) of the funds were allocated based on LEA 1999 census data of individuals ages 5-17. The LEA funding levels were then combined into 25 regional allocations. If an LEA chose not to participate, it was not included in the statewide distribution formula. Public school academies and schools funded by the Bureau of Indian Affairs were treated as local education agencies.

For the postsecondary formula, the state uses an alternate method to determine an estimated occupational education Pell recipient, since information is not kept as to the program in which Pell recipients are enrolled. The Michigan Community College Activities Classification Structure identifies all student contact hours by course content. The percentage of occupational education student contact hours to total student contact hours is applied to the community college total Pell recipients to determine an estimated occupational education Pell recipient count. This estimated count was used to find the percentage of the state's total estimated occupational education Pell recipients per college and then applied to the amount of funds available.

a. STATE PERFORMANCE SUMMARY

The following section shows the negotiated performance levels (third column in each chart below) for all six of the core indicators for the 2002-2003 grant year. The actual performance of the state is shown in the last column. Following each chart is a summary for each indicator.

Secondary

Core Indicator	Measurement	2002-2003 Performance Levels	Performance Results for 2002-2003
1S1 - Academic Achievement	The percent of CTE program concentrators who left school and attained an endorsement status of Level 1, 2, or 3 on four or more of the MEAP tests.	61.01%	58.20%
1S2 - Technical Achievement	The percent of CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better in their CTE program.	86.15%	86.61%
2S1 - High School Completion	The percent of CTE program concentrators who received a secondary school diploma or its recognized state equivalent.	98.12%	99.34%
3S1 - Placement	The percent of CTE program completers who are in postsecondary education or advanced training, employment, and/or military service.	95.03%	94.88%
4S1 - Nontraditional Enrollment	The percent of male and female students enrolled in an occupational program determined to be nontraditional for their gender.	31.35%	32.65%
4S2 - Nontraditional Completion	The percent of male and female students who completed an occupational program determined to be nontraditional for their gender.	28.05%	30.72%

1S1 Academic Achievement – The academic achievement baseline established in 2000-2001 made Michigan's measure more inclusive and comparable to other states. It includes all student concentrators, grade 10 and above, who took four or more Michigan Educational Assessment Program (MEAP) tests, and received a MEAP rating of Level Three on each test. The MEAP rating of Level Three is comparable to the basic high school achievement endorsements measure used by other states.

This year, as a result of changes made to the MEAP tests, this performance level was not met. The change in the MEAP high school tests caused a decline in the statewide scores for all high school students in the reading, writing, and math MEAP tests. This is the first year of implementation for a new, more rigorous English Language Arts assessment that combines the reading and writing skills. The new assessment reflects the current and tougher standards within the Michigan Curriculum Frameworks. Consequently, the percentage of all high school students who met or exceeded the MEAP state score standards decreased. The math scores dropped by 7 percent, the reading scores went down 4.3 percent, and the writing scores dipped 7.2 percent as comparable to last year.

The Michigan Department of Education's Chief Academic Officer, Dr. Jeremy Hughes, noted that caution should be used in comparing historical results for reading and writing with this year's scores. The equating of tests may not be exact. The core performance results for academic achievement reflect a decrease in scores that may be at least partially a result of non-exact test equating.

The performance on statewide MEAP high school test scores for all students decreased by 3.7% to 7.2 percent, depending upon the test. However, the CTE student decrease in the 1S1 actual level of performance from 2001-2002 to 2002-2003 was less, 2.93 percent.

For the fourth year, students enrolled in CTE programs and identified as nontraditional to their gender scored higher than the annual performance level for academic achievement. No other special populations category met the adjusted level of performance. However, two special populations groups improved in their actual level of performance -- Economically Disadvantaged increased by 7.38% and Limited English Proficiency (LEP) rose by 5.95%. These data indicate that there is a need for continued support, assistance, and resources for career and technical education students before they take the MEAP test.

On a more positive note, data quality efforts, including cross-matching of data between state databases, increased data edits, training and technical assistance have attributed to the 3% increase in the student set (denominator) from 30,338 to 31,2211 students participating in CTE programs.

State staff and several representatives from the 25 WDB regions within the state reviewed the data provided from the previous year. There has been a marked increase in technical assistance requests and focus on data quality as they begin to use the performance data made available in a variety of formats.

Continued Concern: MEAP is currently the only standardized statewide academic assessment used to measure academic achievement in Michigan. However, it measures the student's cumulative academic ability after 10.5 years of general education and less than one year of career and technical education. Although data can substantiate CTE impact on academic improvement, the current schedule for MEAP testing provides CTE instructors little time to impact such assessments. Moreover, students identified as members of a special populations group have additional challenges that further impact their learning in such a short time span. This indicator is difficult for CTE administrators and teachers to improve without the assistance of their academic curriculum partners and the incorporation of CTE curriculum in MEAP tests.

New Concern: Given the above information concerning the recent changes in the MEAP tests, there is a need for us to reexamine our baseline and annual performance improvement levels for this core performance indicator. Due to the changes in the MEAP tests, we cannot accurately determine the actual decrease in the level of academic achievement, including members of the other special populations categories - Disabled, Limited English Proficient (LEP), and Academically Disadvantaged**.**

The Michigan Legislature is reconsidering what measures can be used to determine school accreditation. The concept under consideration is to provide districts with alternatives to the MEAP, such as WorkKeys and ACT, for school accreditation. This may require us to revisit our measurement approach, baseline, and measure.

1S2 Technical Achievement – The performance level for technical achievement has been met for three years. This year, the performance of students identified as 'Tech Prep' or 'LEP' exceeded the performance level. Also, the performance levels for each special population

category, except Single Parents, indicates a .3% to a 6.7% improvement over last year's levels. This year, the economically disadvantaged category continues to show a substantial improvement of 6.7%.

Continued Concern: The high quality of Michigan's state-approved career and technical education programs requires students to perform well in academics related to their program, as well as in their application of knowledge and use of high-caliber technical skills. Consequently, the CTE grade point average is not a pure measure of technical skill because it includes related academic courses as part of the CTE program.

2S1 High School Completion - The required performance level was exceeded for the fourth consecutive year. Likewise, Tech Prep students exceeded the state levels for the fourth year. All special populations categories, except Single Parents, exceeded the negotiated levels. The decrease in the denominator for 2002-2003 reflects improved data quality and verification.

Continued Concern: Regions and districts have been advised that further review is necessary of data for students who were identified as "disabled" to determine the relationship and possible causes between low academic achievement and high school completion rates.

3S1 Placement – The performance level was established with 1998-1999 data. Michigan's placement performance measure denominator includes all program completers who have graduated from school and responded to our follow-up survey. This includes completers who are not seeking work. We have not met this required performance level since 2000. Special populations students and those identified as Tech Prep students did not meet the baseline performance level.

The data quality improvement efforts implemented within our state have rendered our 1998-1999 baseline data inaccurate. Our follow-up placement survey was modified to improve response rates and data quality and it now provides more accurate information. Survey collection efforts are better enforced and districts that do not sustain a standard percent of contacts must attend a technical assistance workshop on follow-up procedures. These program improvement strategies were not implemented until after completion of negotiations for years three, four, and five.

Moreover, the unemployment rate for Michigan has exceeded the national average for more than two years. In 1998 and 1999, when the baseline was established, Michigan's unemployment rate was 3.2 percent. The unemployment rate of 5.8 percent in 2002 has increased to 7.6 percent in 2003. This is the highest rate for the state since January 1992, and again is above the national average.

Continued Concern: There is a relationship between the increase in state unemployment and the decrease in placement. High school graduates are competing with recent retirees and other displaced workers for jobs. Efforts to improve data quality and subsequent changes made to the survey instrument have provided us with more reliable and valid data. However, these improvements to the survey have made it more difficult to reach the performance standard that was set using the previous survey instrument.

New Concern: Normally, enrollment increases in postsecondary training when the state experiences tough economic times. However, the cost of advanced training or postsecondary education in Michigan has dramatically increased this year. We will be monitoring the impact this may have on placement training next year.

4S1 Nontraditional Enrollment – Michigan has again met the required performance level in this category. For the third year, Tech Prep students are above the level. The special populations category, economic disadvantaged, met the performance level for the first year. However, we are below for the remaining special populations categories.

New Concern: Michigan exceeded the adjusted level of performance (31.350 percent) by achieving a level of 32.65 percent. Individuals with Disabilities, and Single Parents, all race/ethnicity groups – with the exception of American Indian, Tech Prep students, and the special populations exceeded the adjusted level of performance. The completion level for students identified as Disabled or Single Parent were 3.51% to 6.66 percent below the adjusted level of performance. Although the level of performance for students identified as Displaced Homemakers was less than the adjusted level, the very low number of students in that group made interpretation difficult.

All regions will be given these data results so that they can develop effective practices and assessments that better support the completion of nontraditional programs for these students.

Continuing Concern: There is a significant difference between the nontraditional participation rates for males (46.34 percent of 63,932 male students) and females (14.04 percent of 47,011 female students).

4S2 Nontraditional Completion - Michigan has exceeded the required performance level. This is the second year that Tech Prep students are above the state level. All special populations categories are below the level. The above explanation and new concern provided above for 4S1 applies to this performance indicator as well.

Postsecondary

Core Indicator	Measurement	Expected Performance Levels 2002-2003	Actual Performance Results 2002-2003
1P1 Academic Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in academic courses (excluding developmental courses) during the reporting year.	78.72%	78.77%
1P2 Technical Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in occupational specialty courses during the reporting year.	85.10%	83.14%
2P1 Awards Completion	Percent of first-time, full-time occupational students that entered Fall 2000 and received an award within 150% time.	17.05%	20.57%
3P1 Placement	Percent of occupational students who received an award during 2000-2001 and were employed, entered military service, or continued their education within 180 days of graduation.	91.01%	94.97%
3P2 Employment Retention	Percent of occupational students that reported being employed in 3P1 and were still employed 3 months later.	88.23%	96.00%
4P1 Nontraditional Enrollment	Percent of occupational men and women enrolled in occupational programs considered nontraditional for his/her gender divided by total enrollment in nontraditional programs.	18.49%	18.71%
4P2 Nontraditional Completion	Percent of occupational men and women who received an award in occupational programs considered nontraditional for his/her gender divided by total number of students that received awards in nontraditional programs.	13.75%	15.66%

1P1: Academic Achievement - Michigan community colleges exceeded the expected performance level of 78.72% by achieving a performance level of 78.77%. Two colleges are still investigating their figures and one college has yet to submit data. Based upon prior reporting of these colleges, however, it is anticipated that this missing data will increase the state level.

Displaced Homemakers (85.03%) and LEP students (82.17%) were the only two groups that exceeded the state performance levels. This is consistent with last year. Although the other groups did not meet the state performance level, Economically Disadvantaged, Single Parent, and Nontraditional students had success rates of 74.69%, 77.35%, and 76.15%, respectively. All groups did exceed their success rates reported in 2001-2002. Data for all groups, however, is consistently being reviewed and verified.

The data was due to the State on November 1, 2003, and are undergoing further review and analysis in order to work towards gathering quality data. Edit reports have been sent out via e-mail and posted on the website (www.michigancc.net). These data are also in the process of being taken to the Michigan Occupational Deans Administrative Council (MODAC) for review

by the occupational deans. In reviewing their data, some colleges have reported that due to computer conversions and the way they 'classify' students, figures have changed substantially while others report that students were included in their denominators that actually should have been excluded when calculating GPA. These colleges are currently reviewing and re-running their data and the state level data will be updated to reflect these corrections. With seven special population sub-groups under review, some of the colleges still need to be contacted in order to verify their data.

1P2: Work Skill Attainment - Michigan did not exceed or meet the expected level of performance of 85.10% for 2002-2003; however, it did come close with a performance level of 83.14%. Since 1P2 works very closely with 1P1, the same explanation for substantial changes by a few of the colleges was given as that noted in 1P1. These colleges are reviewing and re-running their data. Special populations, like the state as a whole, did not meet the expected level of 85.10%, ranging from 80.32% for LEP students to 71.42% for Academically Disadvantaged. Special populations, as a whole, however, did make continuous improvement by exceeding their levels for 2001-2002.

2P1: Completion Rate - Michigan community colleges substantially exceeded the expected performance level of 17.05% by reporting a state performance level of 20.57%. Recognizing that the population is small, it does nonetheless give a rather good indication of the graduation rate of occupational students. These data are consistent when compared to the number of awards conferred which also rose substantially in 2002-2003. All special populations groups also exceeded the state performance level, ranging from 45.45% for Displaced Homemakers to 16.07% for LEP students.

3P1: Placement - Michigan's expected performance level for 2002-2003 was 91.01% and the community colleges exceeded it by achieving a 94.97% placement rate. After several years of attempting to get clearance to utilize the Wage Record system, this year significant progress was made in establishing procedures for the colleges to follow in order to access these data while still protecting social security numbers. It is anticipated that colleges will be able to use the Wage Record system this coming year in order to gain more reliable and valid data. This will also increase the response rate for this indicator. All special population groups exceeded the 91.01% expected level except for Nontraditional which had a performance level of 88.19% and LEP students which achieved a level of 86.54%.

3P2: Employment Retention - Michigan community colleges also exceeded the expected performance level (88.23%) for this indicator by achieving a 96.00% success rate. This is an increase over last year's figure of 95.56% (demonstrating that continuous improvement is being made by the colleges and people are keeping their jobs.) Displaced Homemakers, Single Parents, and LEP students were the only groups that did not meet the state performance level. The use of wage record data will also help to increase the response rate for this indicator as well as provide more verifiable and reliable data.

4P1: Nontraditional Enrollment - Michigan community colleges exceeded the expected state performance level of 18.49% by achieving a performance level of 18.71%. With the conversion to the new CIP codes 2000, colleges were better able to report enrollment figures by actual

program (e.g. Small Business Management [nontraditional for women] versus Business, General [not a nontraditional program]); thus, it seems these data are more reliable than in previous years. Colleges have also made continuous improvement throughout the year by exceeding last year's level of 16.83%. Continuous improvement was also demonstrated by Individuals with Disabilities, Economically Disadvantaged, Academically Disadvantaged and Nontraditional students, which all exceeded the state performance level of 18.49%; however, Displaced Homemakers and Academically Disadvantaged students did not meet the level. Consultants are currently working with the data coordinators and special populations coordinators to verify and review the data.

4P2: Nontraditional Completion - Michigan community colleges substantially exceeded the expected level of performance (13.75%) by achieving a level of 15.66%. This is consistent with the graduation rate survey as well as the number of actual awards conferred, both experiencing increases during 2002-2003. These data are also more reflective of nontraditional programs due to the implementation of the new CIP codes 2000. All data is currently on the website for the colleges to review and a report will be generated that compares the unduplicated count of students who received an award as compared to total occupational awards conferred during 2002-2003. Academically Disadvantaged, LEP, Nontraditional, Individuals with Disabilities, and Economically Disadvantaged either met or exceeded the expected level; Single Parent came close with 12.56%. Displaced Homemakers, however, failed to meet the expected levels of performance. The special populations consultant worked continuously with special populations contacts in order to improve the data as he did with all the special populations data. Thus, continuous improvement resulted with most sub-groups either exceeding the expected performance level or coming very close, whereas last year only four of the sub-groups met the level.

b. DEFINITION OF CONCENTRATOR AND TECH PREP STUDENT

Secondary - A concentrator is a student who is enrolled in a state-approved career and technical education program and who has completed at least 60% of the required program coursework.

Postsecondary - A concentrator is defined as an occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) towards the completion of an award as of the beginning of the reporting year.

Tech Prep Student - Tech Prep applications for funding must include a specific list of articulated Tech Prep programs at each participating community college. The CIP codes of these programs are crosswalked with secondary state-approved career and technical education programs. The students participating in these programs are considered to be potential Tech Prep students. The secondary Tech Prep data set is a subset of the total population of career and technical education students included in the core performance indicator measures.

c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT

The charts below list the types of measurements and the methods used to calculate the data for each core performance indicator.

Secondary

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1S1	State Academic Assessment System	MEAP test results linked to individual CTE student data collected in: 2002-2003 4483 Fall and Spring - Program/Course Enrollment (duplicated), and 2002-2003 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
1S2	Vocational Course Completion	2002-2003 4483 Fall and Spring – Program/Course Enrollment (duplicated), linked to 2002-2003 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
2S1	State/Local Administrative Data	2002-2003 4483 Fall and Spring – Program/Course Enrollment, linked to 2002-2003 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
3S1	State Developed and Locally Administered Survey	2003 Follow-Up Survey of Students Completing CTE Programs in 2001-2002.
4S1	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2002-2003 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
4S2	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2002-2003 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).

Michigan does not use student social security numbers for student identification purposes. This severely limits our ability to collect or utilize data collected by other agencies concerning academic achievement (1S1), economic or juvenile offender status (special population), vocational certification or licensing, unemployment/employment, military, or postsecondary experiences (3S1).

Students that are defined as being in career and technical education programs are enrolled in programs approved by the State of Michigan. State-approved career and technical education programs include laboratory, simulation and/or work-based instruction based upon individually designed learning experiences in a subject preparing the student for competencies required in a variety of occupations. The program approval process ensures that instruction is competency-based with either state or national curriculum, or when it does not exist, locally developed curriculum. One of the criteria for state approval of a program is instruction by a vocationally certified teacher.

Training in data collection and data quality was increased. Data verification reports, such as comparison of grade level and high school completion, have been developed to more quickly identify data omissions and/or anomalies.

This year several major tasks were completed in Michigan's continued effort in data quality improvement:

In the fall of 2002, all districts converted their CTE data system (individual student database) from a DOS operating system (VEDS) to a Windows operating system (Career and Technical Education Information System – CTEIS). All district personnel and OCTP staff were provided the opportunity to receive five different levels of training in the use of this system, ranging from beginning entry to advanced report design. Data analyses show improved quality of data from those who attended CTEIS training or used the "CTEIS Data Code Manual."

In 2002-2003, training in data collection, data quality, and the use of data in program improvement was increased. Data verification/edit reports were developed that more quickly identify data omissions, anomalies, and target areas with low performance results. Some edits have been built into the local CTEIS system used by local education agencies. Other analyses are performed at the state level. Analyses include, but are not limited to, verification of program concentrator/completer status, state total CTE enrollment, and a comparison to CTE enrollments by race, gender, special populations, completion of all pertinent data fields, and relationships between core performance indicator levels and student demographics. Agencies are contacted about any questionable results and provided the opportunity to correct problems prior to the finalization of the data. The results of these analyses and regions responses are reviewed further at technical assistance meetings and become a part of the desk audit information used in the newly established Technical Review, Assistance, and Compliance (TRAC) monitoring process.

As a result, regions and districts have become more involved in the review and analysis of data. They have also received technical assistance as to the meaning and use of data for possible problem identification or program improvement.

In 2002-2003, data fields were built into the Michigan CTEIS system that allows us to cross-match single student data with demographic and performance data maintained by the Michigan Center for Educational Performance Information (CEPI).

In 2003, CEPI assigned unique identification codes (UIC) for all K-12 students identified within the Single Record Student Database (SRSD). This is an individual single student record data system for Michigan students. In late fall of 2003, CEPI provided districts with the UICs for all of the students for which they submitted data. Beginning late spring of 2004, we will be requiring all districts to include the student UIC in their submission of CTEIS data.

Also beginning this year, CEPI-SRSD data was used for the identification of students for the special populations category, Economically Disadvantaged. This was the first year that this data was available in this format. As a result, we were able to identify three times as many CTE students as Economically Disadvantaged within the SRSD. This new process of identification provided us with a more reliable and accurate data set and streamlined the identification process. Efforts are underway to provide OCTP education research staff direct access to the SRSD data. This activity has been approved and the technology to do such is being developed.

In the fall of 2003, the Technical Review, Assistance, and Compliance System (TRAC) was piloted in the field. This system utilizes data submitted through our CTEIS system to perform many data edits and verification reports that are reviewed and discussed during the on-site monitoring. The on-site visit data review further addresses data misinterpretations/perceptions or data misuse specific to the region. It also provides the state the opportunity to ask questions about any anomalies or incongruities found during the normal desk audit process and assures us that the data being collected is accurate and reliable.

As identified within the first pilot project, some regional staff do not use the several data-related items available to them, i.e. the free training sessions, verbal and written technical assistance, a data listserv, or the documents posted on the web (including the Administrative Guide and the CTEIS Data Code Manual). Face-to-face data discussions have provided another learning platform and provided data personnel some insight as to the importance of quality data and the level of scrutiny performed by the state.

Each year, studies are conducted to monitor the follow-up data reported to the state from among both respondents and non-respondents. The verification study re-contacts a small sample of respondents to verify their responses. The non-respondent study attempts to contact a sample of those not reached in the survey and compare their responses to the statewide data. Other strategies utilized include requiring that programs inform all CTE students about the purpose and importance of the follow-up survey prior to program completion. Coordination of the CTE follow-up survey with other student follow-up surveys reduced multiple contacts to students. Response rates are emphasized throughout the year at quarterly administrator meetings. A protocol manual for the interviewer and a manual for data entry are provided to districts. Reports were revised this year in response to feedback over the previous years.

Postsecondary – Web-Based Data Collection

Core Indicator	Measurement Approach	Method and Years for Estimating Levels
1P1	Academic GPA	June 1, 2002 – July 30, 2003 (unduplicated)
1P2	Occupational Course GPA	June 1, 2002 – July 30, 2003 (unduplicated)
2P1	Local Administrative Data	Number of first-time, full time occupational students who entered Fall 2000 and received an award within 150% normal time
3P1	Locally Administered Survey	2003 Follow-Up Survey of students who received an occupational award in 2001-2002
3P2	Locally Administered Survey	2003 Follow-Up Survey of students who said they were still employed after 3 months
4P1	State/Local Administrative Data	BLS data and some state programs linked to year-end program enrollments by CIP code (2000) for 2002-2003
4P2	State/Local Administrative Data	BLS data and some state programs linked to number of students that received at least one occupational award by CIP code (2000) for 2002-2003

d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS YEAR

Secondary

Sixty-five CTEIS data collection training sessions, with topics ranging from beginning data entry to advanced report development, were conducted throughout the state again this year. One thousand two hundred sixty-six (1,266) individuals registered for the training sessions. The sessions provided technical assistance and obtained input from users on data quality concerns. Session evaluations listed many benefits. Some of those benefits were: learning the new CTEIS system, hearing directly from the OCTP staff, and acquiring a better understanding of the purpose and importance of accurate data collection. As a result of these contacts, OCTP staff received an overwhelming increase in the number of calls requesting definition reinforcement or clarification and data quality technical assistance as data users and region/district administrators became more aware of the important role of data and quality in program improvement.

The CTEIS Data Code Manual was updated and enhanced. This code manual lessens the confusion and disparity in the application definition and accurate collection of data. The results include the district submission of higher quality data from which the state can determine further technical assistance and program improvement needs. A pilot group consisting of eligible recipients and staff members reviewed and tested the manual information in winter 2002. The manual was distributed to data users and administrators in fall 2002 and placed on the OCTP website (www.michigan.gov/mdcd). In spring 2003, the group reconvened to review items and definitions for additional components of the CTEIS system – the attendance, curriculum, and placement options.

Other data quality activities include: increased technical assistance including the development of a web listserv with over 600 members; further development of data analyses, data reports, guides, flowcharts, regional improvement plans; workshop topics using data to review program performance and identify potential problems in individual performance and program delivery; and coordination of data resources with other state departments.

In January of a grant year, Grant Dissemination Workshops are held to provide all regions with the local application for the next grant year and the latest core performance indicator data finalized the preceding December. Regions receive several data reports at various levels to be used to prepare their new application or to revise their current application thus directing funding at improving the core performance indicator rates. Applications for new year funding must include activities/funding for continuous improvement of core performance indicators (CPI). State or Perkins funded activities are required when any CPI does not meet minimum level of performance. The workshops also provided technical assistance and information on the following: performance report evaluation processes, regional prioritization, promising practices, writing measurable outcomes, and additional resources. Additionally, recipients whose indicators did not meet negotiated levels were required to address special populations/support services in the secondary Perkins application for the next year.

In the previous year, local recipients were required to complete a Regional Improvement Plan in January of the grant year; however, based upon a recommendation from the OVAE on-site

monitoring team, this plan is no longer required. Instead, each local recipient is required to submit revised activities and budgets throughout the year when a change is needed to achieve CPI improvement. This insures local recipient monitoring of activities' success throughout the year. If a region does not meet 4S1 or 4S2, they receive a letter from the department director indicating their attendance is required at the statewide "Promising Practices Summit for Equity" sponsored annually by the Office of Career and Technical Preparation.

Postsecondary

A data workshop for data coordinators and special populations coordinators was offered in July 2003. Over one hundred people attended this data workshop. Staff also provided on-site technical assistance. While colleges understood the data requirements better than last year, a few of the colleges were implementing new computer systems, which were not easily adaptable to extracting the required data.

A manual and instructions with definitions and specific examples were distributed that responded to the widespread interpretation and disparity in the use of definitions in order to provide accurate data. Special populations coordinators were especially diligent during the 2002-2003 year by meeting several times as a subcommittee in reviewing and standardizing definitions and methodologies for collection and compiling data. They also had a separate workshop/in-service prior to the Dean's In-Service. All data was collected at the 6-digit CIP Code level rather than the college level as had been done in a previous year; however, this year the state converted to the 2000 CIP codes. This more detailed data collection along with up-to-date program descriptions provided the state better data than last year, especially in the realm of nontraditional student enrollment and completion.

Data quality activities include: more technical assistance with the addition of more data workshops and on-site visitations and more involvement by the Michigan Community College Association; further development of data reports, guides, and edit reports; more communication via e-mail and websites; and using data to review the college four-year plans and activities targeted to increasing the college level. An increased emphasis on the implications of the core indicators and how those relate to student success was the topic at MODAC as well as the Dean's In-service. More subcommittee meetings were also held throughout the year where key special populations coordinators reviewed the data and offered suggestions on how to 'make it better.' A document referred to as the "Core Indicators Storybook" was also updated to include the most current data and distributed throughout the state. College personnel modified this document according to their individual needs in order to interpret in 'layman terms' what the indicators really meant to their college. This document was utilized to explain the meaning of the indicators to college presidents, trustees, and faculty.

Individual spreadsheets were also posted on the website. Last year, the last three years of core indicator data was inputted at the state level for each college. A graph is automatically generated in order to provide a quick visual of how well the college has done over the last three years. Colleges are asked to view these spreadsheets upon the completion of the data collection cycles in order to see how well they meet the state performance level and to determine if changes are

required of their plan. Colleges were provided with these spreadsheets this year and encouraged to update them when developing their annual application.

Strategies for the four sub-indicators (Academic Attainment-1P1, Occupational Work Skill Attainment-(1P2, Degree Completion-2P1, and Completion of Nontraditional Programs-4P2) primarily involved the provision of student support services. Colleges enhanced and/or developed support services for all students but specifically targeted special populations who are typically at a higher risk of earning less than a 2.0 course grade in both academic and occupational courses and of not completing a certificate or degree program.

Additional strategies included using "early alert" systems (students red-flagged by instructors or via progress reports) to identify students who are not attending or not performing well early in the semester. Once identified, students are contacted regarding assistance. A closely related activity is the "tracking" of students especially special populations students, who must be included in performance indicator reports.

e. IMPROVEMENT STRATEGIES FOR NEXT PROGRAM YEAR

Secondary

Several reports have been developed including three-year comparative reports that outline by core performance indicator regions, local education agencies, or CIP programs that show a need for improvement. OCTP staff and regional administrators will be able to review several levels of data that describe overall student performance and special population performance by core performance indicator. These data will be analyzed by region, by fiscal agency, by CIP code program, and by federal cluster. These breakouts were initially requested by program consultants and have been used for analysis and identification of program areas in need of improvement. These breakouts will continue to be distributed to regional staff at our career initiative grant dissemination meeting in January of 2004.

The CTEIS windows platform enables regions and districts to use their CTE data much easier and run several of their own reports. It also has over one hundred built-in features that facilitate the accuracy of data entry. During the entry process, automatic data entry features bar users from entering data that is "out-of-range" and pop-up messages remind users of critical items to review. Plus, prior to data submission to the state, an edit report is generated that further provides the user with any incorrect or out-of-range entries and of possible errors in their report.

The local CTEIS system also has a series of local agency-related reports including, but not limited to, class lists, attendance sheets, course schedules, student demographics and information by sending (home district) schools.

We continue to participate in the Center for Educational Performance Information pilot of the individual student record data system and the student performance database. We developed a data transfer utility that shares data between the two systems. Further comparison of the databases is scheduled for 2003-2004. Once the technology has been addressed, we will be able to access CEPI data directly.

The OCTP staff and resource personnel continue to provide technical assistance to the regions that have not met their core performance indicators and continue to review data from all other regions to make sure that we maintain the performance level and improve where needed. During the coming year, state consultant staff will be conducting technical assistance meetings with those regions that did not meet the state level in one or more of the performance indicators. State consultant staff will monitor these regions throughout the year and will provide professional development opportunities to assist them to improve performance. Now that there are three years of data available, the OCTP staff and regional personnel will focus on those areas and student population groups showing little or no improvement. We are now able to determine at the program level what groups of students in what regions or LEAs are having problems in performance improvement.

At the suggestion of the USDOE/OVAE monitoring team that visited Michigan, each region was required to address Core Performance Indicator deficiencies in the 2003-2004 Career Initiative Application for CTE Perkins and Tech Prep as well as being given the opportunity to revise their current plan.

The first two years of PIII have focused on data quality issues and the development of a data quality assurance process. This year's focus on TRAC, the on-site monitoring system, will assist in improving Core Performance Indicator results by providing regions individualized assistance with specific grant, fiscal, data, and CIP programmatic problems identified during the on-site review. State intent is to combine monitoring for compliance with technical assistance. During the on-site review process, review of program quality and technical assistance will be provided by program staff.

Michigan will participate in the USDOE revisions to the State Plan for Career and Technical Preparation for continued funding and negotiate the Core Performance Indicators levels to be used until Perkins III legislation is replaced.

Postsecondary

Edit checks and preliminary data reports by community colleges were generated for each of the indicators. Two-year comparative reports and the number of awards conferred in nontraditional programs compared to the number of students having received awards in nontraditional programs are two examples. Once the data are verified and colleges are able to compare their results for 2002-2003 with those in 2001-2002, they are asked to review their Four-Year Plans. If need be, they are encouraged to update their plans in order to focus on those areas requiring improvement. All data are compiled via a web-based data collection system. This allows for rapid processing of state data. Colleges will continue to look at ways to gather better and more complete placement data during the coming years. Michigan community colleges are required to evaluate one-fifth of their programs every 5 years. The Core Indicators are required to become part of their local evaluations. Colleges must explain how the Core Indicators will affect program improvement for their specific programs.

This past year a consortium grant was given to develop a college "Dashboard." The Dashboard allows the community colleges the ability to track key performance indicators and enact a more immediate response to program improvement. The dashboard has been developed, presented, and is completing pilot testing now. The Core Indicators are required to be part of the Dashboard. Additionally, an on-line grant application will be completed this year. This on-line grant application will allow the community colleges the ability to submit and review pertinent data more quickly and efficiently. This on-line format allows for a better, more continuous tracking mechanism for core indicator data and provides an enhanced vehicle for technical assistance.